



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1425 Patrician Drive, Lake Havasu City, AZ 86404

Lake Havasu Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Highly Performing
2003-04 Performing
2002-03 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Shaun A Goodwin
Schedule : 07:30 AM to 03:30 PM
Grades : K-5
2005 Enrollment : 437
Web Address : www.havasu.k12.az.us/nautilus/index.html
Phone Number : (928) 855-8000
Fax Number : (928) 855-4178
E-mail : sgoodwin@havasu.k12.az.us

Mission

The Nautilus community of staff, students and families team together. We share the responsibility of modeling and teaching essential academics, character traits and life skills so our students can be responsible, contributing members of society.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Not Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Emphasize the basic skills, particularly stressing math, reading, and writing. Assure mastery by providing instruction at each student's level through reteach, flexible grouping and extended learning opportunities.
- ü Through an effective schoolwide problem-solving discipline program that incorporates character education, conflict resolution, peer mediation, anti-bullying while promoting student self-empowerment in a safe and orderly environment.
- ü Provide specific skill-based targeted tutoring during the school day with highly qualified school staff and broad based tutoring and mentoring before and after school programs that are community and school sponsored.
- ü Provide quality instruction during the fall and spring intersession breaks.

Enrollment

October 1, 2004 School Year Student Enrollment : 437
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 20

Instructional Programs

- ü Reading Renaissance (Accelerated Reader)
- ü Saxon Math
- ü Integrated Curriculum Instruction
- ü ELL/SEI Instruction
- ü On-Site Special Education
- ü Character Education
- ü Tutoring
- ü Music/Art/ Physical Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/18/2005
Last Day of School :	6/6/2006

Shared Responsibilities

School

We maintain a safe, orderly learning environment. We model life-long learning and follow the adopted curriculum aligned with the state standards. We maintain open lines of communication with the district, community, and parents.

Parents

Nautilus expects parents to provide for their children's basic needs--keeping their children clean, rested and well-nourished. We want parents to set high academic and behavioral standards which includes regular attendance, homework support and on time arrival.

Transportation Policy

Lake Havasu Unified School District provides transportation for our special needs population. In addition, Nautilus Elementary School provides transportation to the Desert Hills and Crystal Beach communities.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü School Volunteer Awarded PSOTA Volunteer of the Year	2001
ü Five Star School Reading/Math (MAP)	2000
ü Mohave County Teacher of the Year	1998
ü WalMart Teacher of the Year	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	522	79306	100	100	99	453	448	445	6	8	10	11	13	18	65	57	51	18	21	20
All Students (Prior Year)	86	528	75509	100	100	100	551	525	521	3	9	13	9	22	23	45	39	33	43	30	31
Female	41	271	38691	100	100	99	452	444	446	3	8	10	12	13	18	73	60	52	12	19	20
Male	36	251	40583	100	100	99	455	453	445	9	9	11	9	14	18	56	54	50	25	24	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	14	118	32869	100	100	99	437	443	429	0	12	15	33	19	25	58	53	51	8	16	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	62	393	36197	98	100	99	457	450	463	8	7	5	6	12	11	66	58	53	21	23	31
Students with Disabilities	11	68	10321	100	100	100	421	372	389	30	34	30	10	17	27	60	41	34	0	8	9
Students without Disabilities	66	454	69060	99	100	98	459	460	454	2	4	7	11	13	17	65	60	54	22	23	22
Limited English Proficient Students	NC	58	15509	NC	100	100	NC	370	406	NC	23	20	NC	28	30	NC	46	45	NC	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	41	251	39415	98	97	96	450	444	431	6	11	15	15	16	25	65	60	50	15	13	10
Non-Economically Disadvantaged	36	271	39966	100	100	100	457	453	459	6	6	6	6	11	12	65	54	52	23	29	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	524	79395	100	0	99	463	452	446	5	5	9	12	18	25	74	66	55	9	11	11
All Students (Prior Year)	86	527	75492	100	100	100	534	524	519	0	5	12	13	15	16	52	54	47	35	26	24
Female	41	272	38743	100	0	100	466	455	451	3	4	7	12	14	24	73	68	57	12	14	12
Male	36	252	40618	100	0	99	458	449	440	6	6	11	13	22	27	75	64	53	6	8	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	14	118	32915	100	0	99	434	442	426	17	9	15	17	24	35	67	63	47	0	4	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	62	395	36221	98	0	99	469	454	465	2	4	4	11	16	15	75	67	63	11	13	17
Students with Disabilities	11	70	10331	100	0	100	416	377	388	10	21	25	50	36	37	40	36	34	0	7	4
Students without Disabilities	66	454	69139	99	0	99	471	464	454	4	3	7	5	15	24	80	71	58	11	12	11
Limited English Proficient Students	NC	58	15545	NC	0	100	NC	368	399	NC	23	21	NC	32	42	NC	44	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	41	251	39484	98	0	96	457	450	429	6	6	14	21	22	35	71	68	47	3	4	4
Non-Economically Disadvantaged	36	273	39986	100	0	100	469	454	461	3	5	4	3	14	16	77	64	63	16	17	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	523	78869	100	100	99	438	433	442	3	6	6	29	24	21	63	64	63	5	6	10
All Students (Prior Year)	84	525	75053	99	99	99	577	600	597	1	3	7	9	8	12	88	83	72	1	6	9
Female	41	272	38536	100	100	99	454	444	458	3	4	4	18	16	15	73	70	67	6	9	14
Male	36	251	40302	100	100	99	421	421	428	3	7	8	41	32	26	53	58	60	3	4	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	14	118	32606	100	100	98	426	427	426	0	6	8	33	28	27	67	61	60	0	5	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	62	394	36078	98	100	99	440	434	459	4	6	4	28	22	16	62	65	66	6	7	14
Students with Disabilities	11	70	10246	100	100	100	369	348	367	10	16	18	90	56	39	0	26	40	0	2	4
Students without Disabilities	66	453	68697	99	100	98	450	446	454	2	4	4	18	19	18	75	70	67	5	7	11
Limited English Proficient Students	NC	58	15339	NC	100	100	NC	357	399	NC	16	11	NC	35	31	NC	46	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	41	250	39106	98	96	95	433	429	427	3	5	8	38	31	28	59	60	59	0	4	5
Non-Economically Disadvantaged	36	273	39837	100	100	100	443	436	457	3	6	4	19	17	14	68	68	67	10	9	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	538	78906	100	100	99	505	506	498	5	5	13	18	15	19	63	63	48	13	17	20
All Students (Prior Year)	82	547	76019	100	99	100	503	508	499	9	7	14	45	37	39	15	18	14	31	38	33
Female	28	251	38644	100	100	99	495	506	500	4	5	12	17	15	19	75	65	49	4	15	19
Male	42	287	40236	98	100	99	511	506	497	6	5	15	19	15	19	56	62	46	19	19	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	17	113	31938	100	100	99	488	490	481	13	10	19	38	22	25	31	63	46	19	5	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	50	404	36483	100	100	99	510	510	517	2	3	7	12	13	13	74	64	51	12	20	30
Students with Disabilities	10	68	10664	100	100	100	459	450	430	43	18	42	29	32	27	29	45	26	0	5	5
Students without Disabilities	60	470	68310	98	100	98	511	514	509	0	3	9	17	12	18	68	66	51	15	19	22
Limited English Proficient Students	NC	29	12573	NC	100	100	NC	412	454	NC	25	27	NC	39	30	NC	32	38	NC	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	32	244	38679	100	97	96	488	499	483	7	6	20	33	20	25	56	65	45	4	9	10
Non-Economically Disadvantaged	38	294	40295	100	100	100	519	512	513	3	4	7	6	10	13	70	62	50	21	24	30

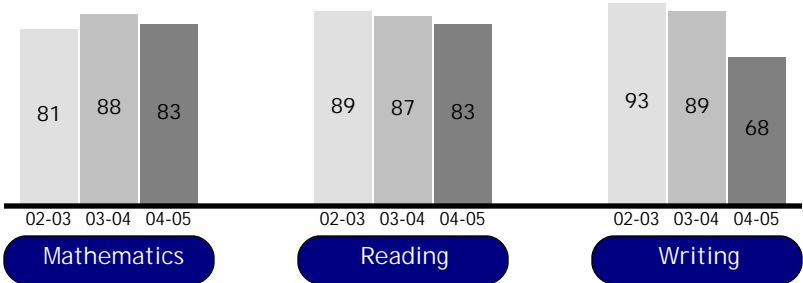
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	538	78908	100	0	99	505	499	484	5	4	10	8	16	23	78	71	58	8	10	9
All Students (Prior Year)	82	547	76020	100	99	100	507	509	503	13	14	25	22	22	23	53	50	40	12	14	12
Female	28	251	38648	100	0	99	507	503	489	0	3	8	8	13	22	88	75	61	4	10	10
Male	42	287	40233	98	0	99	504	495	479	8	4	12	8	18	25	72	69	55	11	9	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	17	113	31940	100	0	99	480	484	465	19	9	16	13	22	32	63	67	49	6	2	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	50	404	36502	100	0	99	513	503	502	0	2	4	7	13	14	83	73	67	10	11	15
Students with Disabilities	10	68	10665	100	0	100	459	447	423	29	11	30	14	34	36	57	50	31	0	5	2
Students without Disabilities	60	470	68312	98	0	98	511	507	493	2	2	7	8	13	21	81	75	62	9	10	10
Limited English Proficient Students	NC	29	12556	NC	0	100	NC	404	436	NC	25	24	NC	39	40	NC	32	35	NC	4	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	32	244	38662	100	0	96	486	491	468	11	6	16	11	18	32	78	72	49	0	4	3
Non-Economically Disadvantaged	38	294	40315	100	0	100	521	506	498	0	2	5	6	13	15	79	71	66	15	15	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	537	78750	100	100	99	516	505	500	3	3	6	15	27	29	78	70	63	3	1	2
All Students (Prior Year)	81	545	75673	99	99	100	519	542	530	6	8	12	30	25	25	63	64	58	0	4	4
Female	28	250	38586	100	100	99	529	518	515	0	2	4	4	18	22	96	80	71	0	0	3
Male	42	287	40135	98	100	99	508	494	486	6	4	8	22	34	35	67	61	56	6	2	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	17	112	31841	100	100	99	503	500	483	6	4	8	13	32	36	75	63	55	6	1	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	50	404	36440	100	100	99	520	507	516	2	2	3	17	25	22	79	71	71	2	1	4
Students with Disabilities	10	67	10622	100	100	100	444	440	415	14	10	21	57	55	50	29	34	28	0	2	1
Students without Disabilities	60	470	68196	98	100	98	526	515	513	2	2	3	9	22	25	85	75	69	4	1	3
Limited English Proficient Students	NC	28	12504	NC	100	100	NC	407	451	NC	7	12	NC	61	44	NC	29	43	NC	4	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	32	243	38558	100	97	96	496	502	485	7	4	8	22	31	37	70	65	54	0	0	1
Non-Economically Disadvantaged	38	294	40260	100	100	100	533	508	514	0	2	3	9	23	21	85	73	72	6	2	4

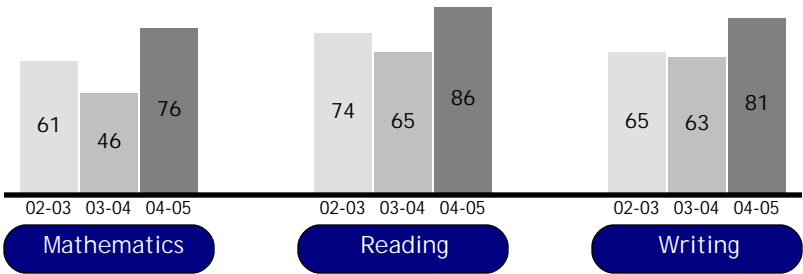
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	68	68	50	100	65	NA	58	97	58	56	47
	Language	100	62	62	43	100	58	63	50	97	60	58	47
	Mathematics	100	73	74	57	100	71	73	64	96	58	56	50
3	Reading	99	59	59	47	100	66	NA	55	100	52	51	44
	Language	100	69	69	54	100	73	71	61	100	49	52	44
	Mathematics	100	72	66	54	100	76	69	61	100	51	55	51
4	Reading	100	64	69	52	89	60	NA	56	100	57	56	48
	Language	100	63	67	48	100	57	65	52	100	57	59	49
	Mathematics	98	68	73	57	100	63	71	61	100	58	62	53
5	Reading	99	65	62	50	100	67	NA	55	100	59	58	50
	Language	100	63	60	46	100	63	63	49	100	58	59	50
	Mathematics	100	74	69	57	100	73	72	63	100	55	57	49

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Family/School Partnership
- Ü School/Business/Community Relations
- Ü School Improvement
- Ü School Safety Issues
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	2.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	2	0	0	0
7 to 9 years	1	3	0	0
10 or more years	4	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	22
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	18%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Multi-purpose room

Extracurricular Activities

- Ü Student Council/Leadership
- Ü Intersession Instruction Opportunities
- Ü Mentoring Programs
- Ü Homework Club
- Ü Nutrition Club
- Ü Reading/Parks and Rec Partnership

Social Services

- Ü Health Services
- Ü Free and Reduced Lunch Program
- Ü Parks and Recreation Afterschool Program
- Ü ELL Tutoring Program (HFY)
- Ü Peer to Peer Tutoring
- Ü Arizona Nutrition Network Grant

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Between 10-20% of our student population participate in our Fall/Spring Intersession classes. Intersession classes provide remediation, acceleration and enrichment opportunities for students.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	15	12	12	17
Transfers In Rate ⁶	30	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	5	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

All staff has been trained in emergency preparedness according to emergency guidelines per our site based plan. Staff roles and responsibilities are defined. We control access to our building, and maintain a closed campus.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Shaun Goodwin	(928) 855-8000
Transportation Policy	Transportation Department	(928) 855-8279
Community Resources	Dee Bumpas	(928) 855-8000
School Nutrition Programs	Aramark	(928) 855-5121
Parent Organization	Kerry Shettko	(928) 855-8000
Student Health/Nurse	Carol Bodman	(928) 855-8000

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.